

EDST 565F 971**Special Course in Subject Matter: Appreciative Inquiry 2A****M-F 10:30-1:00 WMAX 110****Joan McArthur Blair & Jeanie Cockell****July 2nd - July 19th 2013****Appreciative Inquiry**

Education, when it connects with an individual or a group, sparks a powerful force for positive change. This course examines that force through the lens of Appreciative Inquiry, its underpinnings and how it can be used in the classroom, leadership, research and in organizational and community development.

Appreciative Inquiry (AI) is an energizing approach for sparking positive change. It focuses on what is working well (appreciative) by engaging people in asking questions and telling stories (inquiry). This focus generates life within the classroom, organization, community or group allowing it to move towards its goals. AI is a way of being and seeing. It is both a worldview and a process for facilitating positive change in human systems. Its assumption is simple: every human system has something that works right – things that give it life when it is vital, effective, and successful. AI begins by identifying this positive core and connecting to it in ways that heighten energy, sharpen vision, and inspire action for change.

Our experience together:

- We will begin by co-creating an appreciative learning experience
- Then we will analyze the underpinnings, influences and related theories of appreciative inquiry: social constructionism; positive psychology; strengths, hope
- Together, we will dig into the theory and principles of Appreciative Inquiry and examine how it can apply to current real-life projects learners are involved in.
- In dialogue, we will relate Appreciative Inquiry to the complexities of social justice work through Critical Appreciative Inquiry
- We will ask questions about Appreciative Inquiry and how it is being used: examining the shadow
- Through narrative, we will explore appreciative inquiry as a research method

Readings:

1. Text: Appreciative inquiry in higher education: a transformative force (pre-reading)
2. Readings: Learners will be given selected readings on the first day of class

Evaluation:

- Graffiti research paper. A graffiti research paper is completed during the period of the course and is an interactive paper that can be done as text, art, poetry that is written into and on by other learners and the professors.
- Class presentation either in groups or as an individual. This will be negotiated with the class.
- Participation in dialogue, journaling and co-created learning experience.

Bios:

Dr. Joan McArthur-Blair and Dr. Jeanie Cockell, Co-Presidents of Cockell McArthur-Blair Consulting and co-authors of *Appreciative Inquiry in Higher Education: A Transformative Force* (2012).

Joan works with groups of all kinds to make a positive difference. For more than 25 years she held roles in higher education from faculty to president. She specializes in the use of Appreciative Inquiry to foster leadership, planning, and innovative strategies for organizational development.

Jeanie is an educational and organizational consultant who specializes in collaboratively designing strategies to surface the wisdom of individuals, groups, and organizations so that they can build positive futures and respond effectively to change. Contact: joan@cockellmcarthur-blair.com; jeanie@cockellmcarthur-blair.com

Pics:



[Joan McArthur-Blair](#)



[Jeanie Cockell](#)